

GOOD YEAR BOOKS

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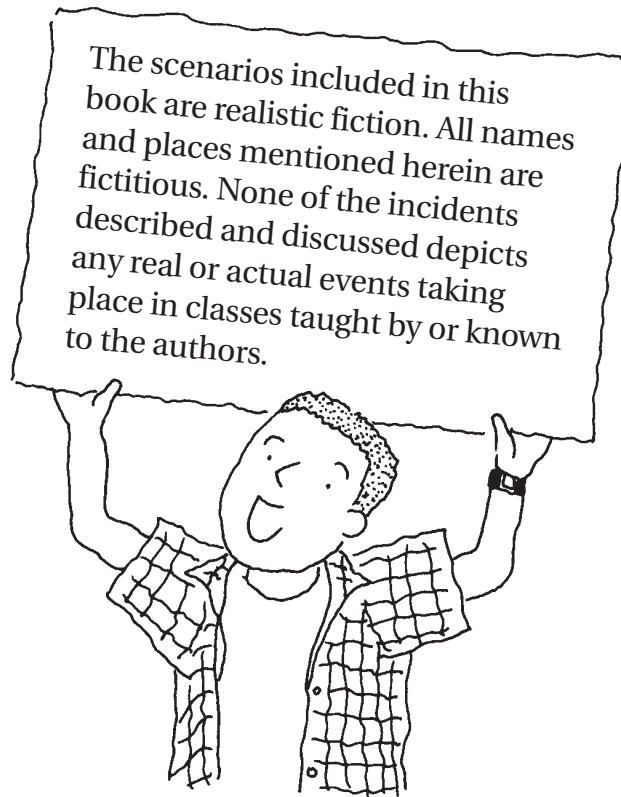
Help Me Decide!

Learning to Make Good Choices

Anne A. Boyd
and
James R. Boyd



 GOOD YEAR BOOKS



The scenarios included in this book are realistic fiction. All names and places mentioned herein are fictitious. None of the incidents described and discussed depicts any real or actual events taking place in classes taught by or known to the authors.

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A division of Social Studies School Service
10200 Jefferson Boulevard
Culver City, CA 90230-0802
(800) 421-4246
www.goodyearbooks.com

Book design and illustration by Amy O'Brien Krupp.

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ISBN: 978-1-59647-294-5
ISBN-eBook: 978-1-59647-248-8

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Introductory Lesson

As you read, consider your answer to this question:

What do we mean by self-discipline?



The stories that follow are about young people like you and some of the problems they face in school. You will read and talk about the way they get along with their families, classmates, and friends. In each case, try to place yourself in the situation being described and think about how you would act if you were one of the characters.

As you read the stories and discuss them with your classmates and teacher, think about all the options the characters have. Try to understand that in most of the things you do, you too have options. You may not always know what they are. You may feel that all the choices in your life are made by someone else. Or you may be afraid to make choices with which your friends do not agree.

While it's true that there are some things you cannot decide for yourself until you are an adult, there are many choices you make for yourself every day. Among these choices are choices about behavior. The lessons that follow will help you understand how to go about setting goals and choosing positive behaviors—skills that will help you now, as you go through school and throughout the rest of your life.



Focus on the Problem

Place Yourself in the Picture:

Answer Yes or No to the following questions:

1. Do things ever “just happen” to you? _____
2. Do things go wrong even when you think you're doing the right thing? _____
3. Do you find yourself in trouble without knowing how you got there? _____
4. Do you get in trouble because your friends get in trouble? _____
5. Do you get in trouble because you react strongly to things others say or do to you? _____
6. Do you get other students in trouble “just for the fun of it”? _____
7. Does your behavior sometimes lower the grades you get in school? _____
8. Is there room for improvement in your behavior? _____

If you answered Yes to any of the preceding questions, you have something to gain from the lessons that follow.

Study Some Important Words

This list contains some very special words that you will use as you complete the upcoming series of lessons. You may know many of the words already. Review the terms and their meanings.

1. **acceptable:** able to be accepted; satisfactory
Students whose behavior in school is acceptable have a good chance of succeeding.
2. **attitude:** a way of behaving that shows one's thinking or feelings
Successful students have a good attitude about school.
3. **behavior:** conduct; the way a person acts or behaves
Poor behavior in school may lead to low grades on your report card.
4. **challenge:** to refuse to believe unless proof is given; to dare
Have you ever challenged yourself to be a better student?
5. **conflict:** a fight or battle; sharp disagreement
Sometimes having a calm discussion can prevent a heated conflict.
6. **confront:** to meet face to face in a bold way
Are you willing to confront and solve the problems you have?
7. **consequences:** results or outcomes
There are consequences for unacceptable behavior.
8. **cooperate:** to work together to get things done
Will you cooperate and complete these lessons with your classmates?
9. **discipline:** training that teaches one to control behavior
School can be more fun if students help to discipline themselves.
10. **disrupt:** to disturb the orderly course of events
When students disrupt their classes, learning stops.
11. **esteem:** honor; high regard; respect
Is there anyone in your life whom you hold in high esteem?
12. **focus:** to concentrate on one thing
If you focus on improving your behavior this year, you are likely to succeed.
13. **goals:** aims; ends one tries to reach
Set some behavior goals and then try very hard to reach them.

14. **monitor:** to watch in order to check up on
If you monitor your behavior, you will know if you are making progress.
15. **option:** choice; the power to make a choice
Having many options means having many choices in the things we do.
16. **reaction:** an action taken because of an act or a comment by another person
You had an interesting reaction when your name was called.
17. **relationship:** connection
As you grow older, try to build good relationships with family and friends.
18. **resolve:** to decide; to make clear
When there is a conflict, it helps to have someone to help resolve it.
19. **respect:** to think highly of; to look up to
If you have good manners, you show respect for those around you.
20. **responsible:** able to be trusted or depended upon
Are you responsible enough to run an errand and come right back?
21. **scenario:** a very short story about the way things might happen
You will read many scenarios about other students like you.
22. **self-confidence:** belief in oneself and one's abilities
If you have self-confidence, you do not need to tease others.
23. **self-discipline:** act of controlling oneself and one's actions
If you learn self-discipline now, it will help you later in life.
24. **self-esteem:** belief in oneself
Gaining self-esteem will help you to be successful in life.
25. **self-respect:** honor or high regard for oneself
Those who show self-respect usually have respect for others.
26. **strategy:** a clever plan; skill in managing any matter
Role-playing acceptable behavior is a good strategy for learning it.

Introductory Lesson

Complete a Word Search:

See how many of these words you can find in the following puzzle.



acceptable
anger
attitude
behavior
challenge
choices
conflict
confront

confrontation
consequences
cooperate
discipline
disrupt
disruption
esteem
focus

goals
monitor
negative
option
positive
reaction
relationship
resolve

respect
responsible
scenario
self-confidence
self-discipline
self-esteem
self-respect
strategy



S	E	L	F	R	E	S	P	E	C	T	C	H	A	L	L	E	N	G	E	A
A	E	B	C	D	E	F	R	E	L	A	T	I	O	N	S	H	I	P	S	C
C	G	L	H	R	E	S	O	L	V	E	I	J	K	F	L	M	N	O	T	C
O	P	Q	F	R	S	T	U	V	W	X	O	P	T	I	O	N	Y	Z	E	E
N	A	B	C	D	I	S	R	U	P	T	I	O	N	D	E	C	F	P	E	P
S	A	I	J	K	I	C	O	N	F	R	O	N	T	L	M	N	U	O	M	T
E	C	O	R	P	E	S	A	C	O	O	P	E	R	A	T	E	C	S	P	A
Q	R	H	S	E	L	F	C	O	N	F	I	D	E	N	C	E	S	I	R	B
U	D	U	O	V	W	X	Y	I	Z	A	B	C	M	D	E	F	N	T	E	L
E	I	H	I	I	J	K	L	M	P	N	O	P	Q	O	R	S	E	I	S	E
N	S	A	U	V	C	C	O	N	F	L	I	C	T	W	N	M	G	V	P	E
C	R	T	Z	G	A	E	B	C	D	E	I	F	G	H	I	O	A	E	O	O
E	U	T	R	O	R	E	S	P	E	C	T	N	K	B	L	N	T	N	N	I
S	P	I	O	A	P	S	E	L	F	E	S	T	E	E	M	I	I	O	S	R
R	T	T	S	L	T	T	U	V	W	X	Y	Z	A	H	B	T	V	D	I	A
A	B	U	C	S	R	E	A	C	T	I	O	N	D	A	E	O	E	D	B	N
E	F	D	G	H	I	J	G	K	L	M	N	O	P	V	Q	R	S	T	L	E
U	V	E	W	X	Y	Z	A	Y	B	C	D	E	F	I	G	H	I	J	E	C
D	I	S	C	I	P	L	I	N	E	K	P	O	S	O	T	I	V	E	L	S
C	O	N	F	R	O	N	T	A	T	I	O	N	M	R	E	G	N	A	N	E

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Introductory Lesson

A. My goal is to learn _____ behavior words and meanings per _____.
(How many?) (day, week)

B. By _____, I will know _____ of them.
(date) (How many?)

C. By _____, I will know all of the words and meanings.
(date)

D. I will use the following strategies to learn my words:

- | | |
|---------------------------------------|--|
| _____ complete the word-search puzzle | _____ practice using the words at home |
| _____ design a word-search puzzle | _____ design a crossword puzzle |
| _____ make up a word matching game | _____ study words independently |
| _____ use words orally in class | _____ use words in written sentences |

E. I will monitor myself by doing the following:

- | | |
|---|--|
| _____ designing a test | _____ recording any progress in a journal |
| _____ taking a self- or teacher-made test | _____ counting the number of times I use the words |
| _____ testing my study partner/group | _____ sharing my results with my teacher |

F. Comments by teacher: _____

Signature _____ Date _____

Is It Important to Arrive on Time?

As you read, consider your answer to this question:

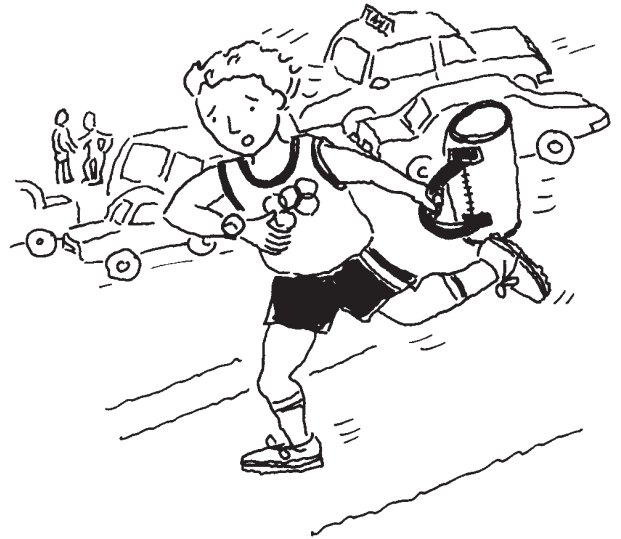
How does lateness affect classroom learning?

- A.** On the first day of *competition* at the Olympics in Atlanta in the summer of 1996, an athlete who appears to be a *contender* for a gold medal in his sport is *disqualified* for being late to his weigh-in. He explains that he went to the wrong site for the weigh-in. After discovering that he was in the wrong place, he was prevented by heavy traffic and tight *security* from getting to the proper *site* on time. This athlete had spent years training for the Olympic Games. He lost his chance to take part because he was late.
- B.** Every day, thousands of workers are *docked* portions of their pay because they are late for work. Oftentimes their *evaluations* are not as good as they otherwise might be because they arrive late for work. Why are these people late? Their buses are late. Their trains are so crowded that they miss their stop. Their cars won't start. Their cars have flat tires. The traffic is heavy. Their babies are sick. They are sick. Their mothers are sick. Their fathers are sick. Their pets are sick. They've lost their keys. It's raining and they can't find their umbrellas. It's snowing and they can't find their boots. . . .
- C.** One of your friends does a very brave thing. He goes into a burning house and rescues a baby. Everyone is very proud of what he has done. On the day that he is to receive a medal for bravery, he tries on his suit and discovers it is too small. He searches his closet for something to wear. By the time he borrows a suit from his brother, he is running late. He arrives after the presentations have been made, just as everyone is leaving. He gets his medal in the mail a few days later.
- D.** A patient rushes into the dentist's office and checks in at the desk. The nurse says, "Mrs. Smith, please have a seat. You'll have to wait until the doctor sees the other patients who are here."

"Why do I have to wait? I'm in a hurry! I *have* an appointment!"

"I'm sorry, Mrs. Smith, but you had a three o'clock appointment. It's now just past four o'clock. These people have appointments too. They're on time, so you will have to wait until they've been seen by the doctor. Please have a seat."

"Well, it's not *my* fault the taxi was late." Mrs. Smith looks unhappy, but she takes a seat.



E. It's a rainy Monday morning. It would be nice to stay in bed, but you really want to go to school because your classes have been very interesting lately. In one class, you're turning in your project. It's a good one and you will be proud to hand it in. But you have to hurry. You're running late. You get into the bathroom late. You don't have time for breakfast. Your raincoat is not where it's supposed to be. In your rush to get out of the house, you leave your project and have to hurry back to get it. You are at the bus stop. The bus will *not* come. When it does arrive, you can't find your token. You're going to be late. AGAIN!

competition: contest or match	evaluation: decision about the value of someone's work
contender: one who struggles or fights	security: something that protects
disqualified: said to be unfit to take part	site: location
docked: to take some part of	

Focus on the Problem

Talk and Write About Each Story:

- A.** 1. How does the Olympic athlete in Story A miss his competition? _____

2. What should he have done instead? _____

- B.** What happens to the workers in Story B? _____

- C.** 1. In Story C, what happens to the young hero? _____

2. What could he have done differently? _____

- D.** What is Mrs. Smith's problem in Story D? _____

- E.** 1. How many reasons do *you* (the character) have for being late in Story E? _____

2. Are any of them good reasons? _____ Explain your answer. _____

Scenario I

Think and Write:

1. Scenarios A through E are all about the same thing. What are they all about?

2. Do you think you have a problem with lateness? _____ Explain your answer.

3. List two problems that can result in the classroom when students arrive late.

a. _____

b. _____

4. Make a list of things that you and your classmates can do to avoid being late to school.

a. _____

b. _____

5. List some things that you and your classmates can do to avoid being late when moving from class to class.

a. _____

b. _____

6. Complete the form that follows. Sign it and share it with your teacher.



Is It Important to Arrive on Time?

A. If my classmates or I have a problem with getting to school on time, our goal is to _____

B. These are two strategies that we (I) will use to reach that goal:

1. _____

2. _____

C. These are two things we (I) will do to monitor our (my) behavior as changes are made:

1. _____

2. _____

D. If my classmates or I have a problem getting to classes on time, our goal is to _____

E. These are two strategies we (I) will use to reach that goal:

1. _____

2. _____

F. These are two things that can be done to monitor our (my) behavior as changes are made:

1. _____

2. _____

We (I) will practice the strategies outlined above for _____ (How long?)

If we (I) still have a problem with lateness, we (I) will change our strategies and try again.

Comments by teacher: _____

Signature _____ Date _____